

GOLD HILL MIDDLE

1025 Dave Gibson Blvd.
Fort Mill, SC 29708

GRADES 6-8 Middle School

ENROLLMENT 864 Students

PRINCIPAL Keith Griffin 803-548-8300

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent

3

Good

0

Average

0

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

DEFINITIONS OF DISTRICT RATING TERMS

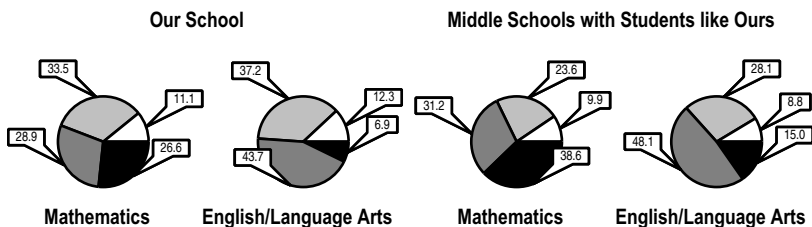
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

88.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	874	100.0	12.3	37.2	43.7	6.9	63.4	Yes	Yes
Gender									
Male	439	100.0	16.5	39.0	40.0	4.5	53.8		
Female	435	100.0	8.0	35.4	47.5	9.2	73.1		
Racial/Ethnic Group									
White	785	100.0	10.4	37.6	45.0	7.0	65.2	Yes	Yes
African-American	47	100.0	28.9	42.1	23.7	5.3	36.8	I/S	I/S
Asian/Pacific Islander	19	100.0	22.2	16.7	55.6	5.6	72.2	I/S	I/S
Hispanic	20	100.0	41.2	35.3	17.6	5.9	35.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	833	100.0	9.6	37.8	45.4	7.2	65.7		
Disabled	41	100.0	68.4	23.7	7.9	0.0	15.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	874	100.0	12.3	37.2	43.7	6.9	63.4		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	100.0	11.9	37.2	44.0	6.9	63.8		
Socio-Economic Status									
Subsidized meals	59	100.0	37.7	39.6	20.8	1.9	37.7	Yes	Yes
Full-pay meals	815	100.0	10.5	37.0	45.2	7.2	65.2		

Mathematics - State Performance Objective = 15.5%									
All Students	874	99.9	11.1	33.5	28.9	26.6	66.2	Yes	Yes
Gender									
Male	439	100.0	10.8	31.8	28.9	28.5	66.3		
Female	435	99.8	11.4	35.1	28.8	24.7	66.1		
Racial/Ethnic Group									
White	785	100.0	9.1	34.1	29.9	26.9	67.9	Yes	Yes
African American	47	100.0	36.8	26.3	23.7	13.2	39.5	I/S	I/S
Asian/Pacific Islander	19	100.0	5.6	22.2	22.2	50.0	77.8	I/S	I/S
Hispanic	20	95.0	41.2	35.3	5.9	17.6	41.2	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	833	99.9	9.1	33.4	29.9	27.6	68.3		
Disabled	41	100.0	52.6	34.2	7.9	5.3	21.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	874	99.9	11.1	33.5	28.9	26.6	66.2		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	866	100.0	10.7	33.5	29.1	26.8	66.7		
Socio-Economic Status									
Subsidized meals	59	98.3	30.2	45.3	18.9	5.7	35.8	Yes	Yes
Full-pay meals	815	100.0	9.8	32.6	29.6	28.0	68.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	264	100.0	17.5	32.3	40.6	9.6	50.2
	Grade 7	279	99.6	11.7	45.1	39.8	3.4	43.2
	Grade 8	275	99.6	13.7	50.8	30.9	4.7	35.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	100.0	16.4	33.8	42.3	7.5	49.8
	Grade 7	284	100.0	9.6	41.5	44.3	4.6	48.9
	Grade 8	297	100.0	11.5	37.5	42.6	8.4	51.0

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	264	100.0	10.8	31.1	29.9	28.3	58.2
	Grade 7	279	100.0	12.8	39.2	18.5	29.4	47.9
	Grade 8	275	100.0	6.6	49.4	24.9	19.1	44.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	100.0	10.6	29.7	31.4	28.3	59.7
	Grade 7	284	99.7	14.9	29.4	26.6	29.1	55.7
	Grade 8	297	100.0	9.5	41.9	27.7	20.9	48.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 864)				
Students enrolled in high school credit courses (grades 7 & 8)	22.1%	Up from 20.6%	50.0%	14.6%
Retention rate	0.8%	Up from 0.4%	0.5%	3.0%
Attendance rate	97.0%	Down from 98.2%	97.0%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.0%	5.3%
Eligible for gifted and talented	46.5%	Up from 43.9%	46.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.2%	Up from 4.1%	4.2%	13.9%
Older than usual for grade	0.7%	Down from 1.1%	0.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.4%	0.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	49.0%	Up from 45.8%	58.8%	48.7%
Continuing contract teachers	92.2%	Up from 87.5%	92.2%	81.7%
Highly qualified teachers**	94.3%	N/A	94.3%	90.4%
Teachers with emergency or provisional certificates	2.2%		2.2%	5.3%
Teachers returning from previous year	95.0%	Up from 93.3%	91.1%	85.1%
Teacher attendance rate	95.8%	Down from 96.5%	95.0%	94.8%
Average teacher salary	\$41,573	Up 7.5%	\$42,903	\$40,566
Prof. development days/teacher	13.4 days	Up from 12.7 days	11.9 days	11.0 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	3.3
Student-teacher ratio in core subjects	24.3 to 1	Up from 24.1 to 1	21.4 to 1	21.3 to 1
Prime instructional time	91.7%	Down from 93.1%	90.9%	89.3%
Dollars spent per pupil*	\$4,705	Down 2.3%	\$6,270	\$5,821
Percent of expenditures for teacher salaries*	63.8%	Up from 63.7%	63.8%	61.8%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	94.3%	No change	99.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Growth has been a key word at Gold Hill Middle School during the 2003-2004 school year. Our school has not added space, yet our enrollment has grown from 843 students to 875 students during the course of the school year. To accommodate some of this growth, a health instructor and two academic teachers were added to our teaching staff.

Our teachers have grown through staff development, which allows us to provide for the various abilities of students within a class. Our faculty has attended workshops and conferences aimed at improving their teaching strategies related to test-taking strategies, basic skills, critical thinking skills and technology skills. The faculty of GHMS continues to grow educationally with two additional teachers achieving National Board Certification, bringing our total at GHMS to nine. Eight more teachers are currently working to become National Board Certified. Our faculty now includes 29 members with Masters Degrees or higher, including our assistant principal who completed his doctorate degree this year.

Students at GHMS are also challenged to grow through academics, the arts, sports and other school activities. A GHMS student won the district spelling bee and the district Lt. Governor's Writing Contest. Our eighth grade band was named the Grand Champion of the All-Star music festival in Orlando. Students in all grade levels will expand their skills by being involved in the ST-ARTS program. And, seven students will attend the Governor's School for the Arts this summer. Our art students did well in many art competitions; awards included a Best of Show in the York County Student Art Competition and a second place in the Earth Day poster competition. Our sports teams have been very successful while supporting sportsmanship and fair play. Our student activities have expanded into new groups, which include a chess club, mock trial team, newspaper staff and a yearbook staff. We also began an Adviser/ Advisee program, which provides all students with a staff member for advisement.

GHMS is very excited about several awards we received this school year. We received the Red Carpet Award from the SC State Department of Education for outstanding customer service. The Palmetto Pride Clean Campus Program awarded our school an A-plus. We received the Palmetto Gold Award from the state for the third year in a row and were awarded over \$8000 to be used for instruction. Our guidance department and teachers were responsible for our being first in the state and 2nd in the nation in the use of the SC Occupational Information System (SCOIS). Our guidance program also received a Citation Award for the best middle school career guidance program in the state.

Our parent support continues to grow and is crucial to the success of our school. We utilized VWORKS, a volunteer tracking online program, to record volunteer hours. Our School Improvement Council is a very important group for our school. They developed committees to work on communication, growth and our Southern Association of Colleges and Schools (SACS) report. GHMS had volunteer support with math mentoring, Jr. Achievement, and many others. Our PTA provides tremendous support and is an outstanding aspect of our school family.

Our major problems relate to budget constraints and growth. Even though these are problems, we continue to have an outstanding student body, parents and staff. We work very hard to provide an environment which is conducive to learning.

Keith Griffin, Principal; Paul Gustafson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	265	145
Percent satisfied with learning environment	98.1%	77.9%	91.7%
Percent satisfied with social and physical environment	100.0%	83.2%	88.8%
Percent satisfied with home-school relations	100.0%	83.3%	79.2%

*Only students at the highest middle school grade level at this school and their parents were included.